

Tips for Fostering Good Classroom Management

- Be clear about the level of noise that is accepted. Consider a chart that hangs on the wall with acceptable noise levels
 - 0 = silent
 - 1 = whisper
 - 2 = talking quietly (voices do not disturb others)
 - 3 = normal talking voice
 - 4 = presentation voice
 - 5 = outside/shouting
- Be clear about expectations. If youth do not meet expectations the first time, have them try again. For example if two boys run into the room talking loudly and throwing their backpacks on the shelf, stop them, have them pick up their backpacks and go back in the hall and then come in the right way (walking, silent or low voices, set down their backpacks instead of throw them)
- Utilize a “take a break” chair or “thinking spot” where kids can go to calm down when they get upset. This gives them an opportunity to stop the negative behavior rather than escalate to the point of being sent home
- When behavior starts to turn negative, offer limited choices: “You may pick a book or go talk to [program director]”
- Write the schedule for the day on the board:
 - Spelling Practice Sheet
 - Free Read
 - academic games/computer
- Post the expectations for Academic Time
 - We are quiet
 - We are on task
 - We are respectful
 - We do our job
 - We treat materials with respect
- Consider higher expectations for how academic time is spent: Kids have silent work time Monday-Thursday and if they follow this expectation, they can talk on Fridays
- Use statements and be clear about the behavior you desire. Instead of saying, “Can you guys please quiet down?” say “Your job during work time is do your work without talking. That means I shouldn’t hear your voices Joe and Ben.”